

Special Ed Program Updates



SD DOE Starting Well



<https://doe.sd.gov/coronavirus/startingwell.aspx>

SD DOE provides information based on CDC and SD DOH guidance

Districts consider guidance and then adopt policies and procedures usually by the school board



OSEP Differentiated Monitoring System (DMS)

Background

In 2016, OSEP instituted a risk-based monitoring system Differentiated Monitoring and Supports (DMS) where State were identified for monitoring primarily in four areas: results, compliance, fiscal, and SSIP.

OSEP learned the risk-based approach provided for in-depth monitoring on a limited number of States.

OSEP sought new ways to expand the breadth of our monitoring practices.

As result, OSEP is moving towards a cyclical monitoring system in order to ensure we fulfill our monitoring responsibilities.



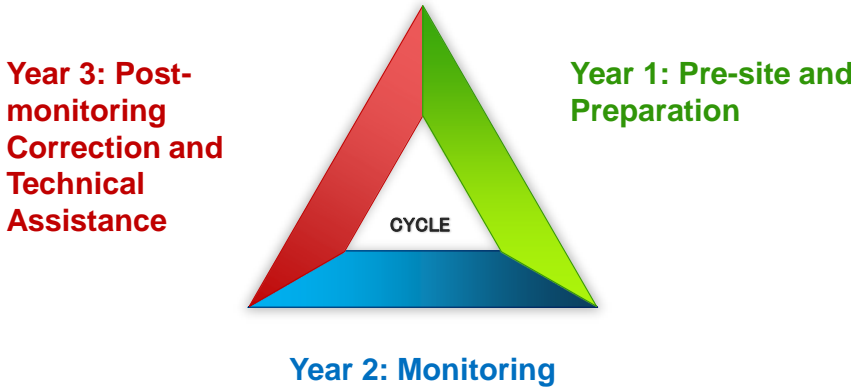
5-Year Cycle



- OSEP believes our monitoring cycle should be no more than 5 years.
 - This ensures all programs receives timely attention.
- In developing the 5-year cycle, OSEP is planning to visit States' Part B/C programs together and prioritizing States that we have not recently monitored.

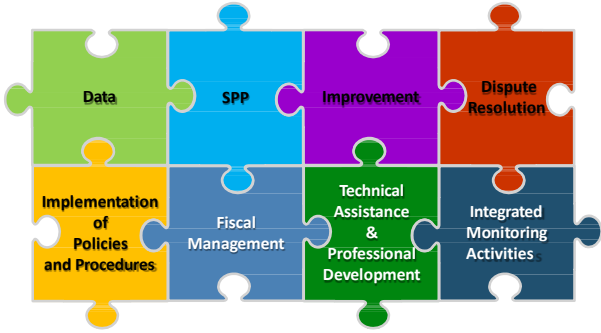


THREE PHASES OF MONITORING



Improving Educational Results and Functional Outcomes for All Children with Disabilities

8 Key Components



PHASE 1 ACTIVITY SCHEDULE

- October - November**
 - Fiscal Management
 - Integrated Monitoring Activities
 - Improvement
- December - January**
 - Data
 - SPP
- March - April**
 - Implementation of Policies and Procedures
 - Technical Assistance & Professional Development
- June - July**
 - Dispute Resolution
- August - September**
 - Prepare to transition into phase II



Changes in the State Performance Plan/Annual Performance Report

Reminder About Years

Current SPP/APR package

States will submit FFY 2019 SPP/APR February 2021; it will include 2019-20 school year data. Lag data will be from 2018-19.

New SPP/APR package

States will submit FFY 2020 SPP/APR February 2022; it will include 2020-21 school year data. Lag data will be 2019-20 data.

SPP/APR Proposed Changes Overview

SPP/APR proposed changes	Ind. 1	Ind. 2	Ind. 3	Ind. 4	Ind. 5	Ind. 6	Ind. 7	Ind. 8	Ind. 9	Ind. 10	Ind. 11	Ind. 12	Ind. 13	Ind. 14	Ind. 15	Ind. 16	Ind. 17
No changes							X		X	X	X	X			X	X	
Minor changes / clarifications				X	X								X				X
Changes to response rate and representativeness								X						X			
Change to data source	X	X															
New components			X			X											

Note: There are additional reporting requirements for stakeholder involvement.

Targets and Baselines

- States are required to set targets for all indicators
- Indicators with new components or data sources may also require new baselines
 - Indicators 1 and 2 (for some states)
 - Indicator 3D
 - Indicator 6C

Indicators 1. Graduation and 2. Drop Out

States must use the data reported under Section 618 of IDEA (FS009 – Exiting)

- Required for indicator 2 in the FFY 2021 SPP/APR due on February 1, 2023

Indicator 3. Assessment

- Report participation and proficiency rates separately for grades 4 and 8 and for high school
 - Percentages are grouped in reading and math categories
- Report proficiency rates separately for grade-level academic achievement standards and alternate academic achievement standards
- New component – report separately for grades 4, 8, and high school the gaps in proficiency rates for children with individualized education programs (IEPs) and all students (Indicator 3D)
 - Percentages are grouped in reading and math categories



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Indicator 6. Preschool Environments

- Data include children ages 3, 4, and 5 who are enrolled in a preschool program
 - States have the option of setting one target inclusive of all ages or setting targets for each individual age
- New component - report children receiving special education and related services at home (Indicator 6C)



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Indicators 8. Parent Involvement and 14. Post-School Outcomes

- Response rates
 - Report number of survey respondents
 - Compare the response rate for the current reporting year to the response rate for the previous year
 - Analyze the response rate to identify potential nonresponse bias

Indicators 8. Parent Involvement and 14. Post-School Outcomes (cont.)

- Representativeness
 - Describe the metric used to determine representativeness
 - Added gender to categories that states should consider in the analysis of representativeness
 - Include race and ethnicity in analysis and at least one other demographic (required in the FFY 2021 SPP/APR due February 1, 2023)